THE CEA CRITIC

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Duke University Library
APR 29 1950
Durham, N.C.

Texas Conference College English Teachers

National C.E.A. Director, Ernest E. Leisy (Southern Methodist University) worked on the program of the annual Texas Conference of College Teachers of English.

A leading speaker was Roger P. McCutcheon, dean of the Graduate School of Tulane University. According to him, ignorance of Latin among college students prevents them "from full recognition and enjoyment of our English vocabulary." He added that this ignorance makes it difficult to "impose literacy" upon the students.

Likewise, Dr. McCutcheon said, many high school graduates have little or no knowledge of the Bible. He observed that the "Great Book has ceased to be read in the American home" and "present-day Americans look blank at every Biblical reference." He insisted that some knowledge of Latin and of the Bible was valuable, if not indispensable, for literary study.

Acknowledged Legislator

It is a rare occasion and matter of some moment when politicians take time out from affairs of state to pay tribute to a poet. Yet that is precisely what happened on Friday, March 24. On that day the United States Senate adopted a Resolution extending the felicitations of the nation to Robert Frost; and Senators Taft, Tobey, Flanders, Aiken, Saltonstall and Minot were speakers.

In many other places, Robert Frost's seventy-fifth birthday was signalized. At Durham, North Carolina, the Friends of the Duke University Library announced an exhibition of Frost's books and manuscripts from March 15 to April 8; and in Amherst, Mass., Charles Green, indefatigable Frost bibliographer and collector of Frostiana, set up a similar exhibit at the Jones Library.

On Sunday, March 27, at the Jones Library, Amherst, G. Armour Craig gave an address on "Robert Frost as a Teacher."

The New York Times Magazine for the same day carried a long article on Robert Frost by national C.E.A. director John Holmes (Tufts College), "Close-up of an American Poet at 75."

Greetings To Robert Frost

"A Bold and Independent Mind"

Robert Frost's association with many colleagues and many students are most unlike those of the ordinary teacher. He does not teach in classes, he does not teach by lecturing; he teaches by conversation, by the play of mind upon all kinds of topics from politics and ethics, from religion and science, from literature and life. The student who talks with him encounters at first hand a bold and independent mind with all knowledge for its province, a mind that with continuous energy expresses the comparisons, the insights, the perceptions that mark Mr. Frost's poetry. The student, in fact, encounters a free and open mind, a mind that works towards the goals and upon the principles which our colleges preach.

Mr. Frost's resistance of the pressures that would close down on open inquiry, whether those pressures are from the right or from the left, make him not only a great teacher but a great emblem also of what the teacher stands for in society. No one can teach to others the toughness of mind which refuses to commit itself to any dogma; but Robert Frost exemplifies this toughness in all his relations with students.

G. Armour Craig
Amherst College

Cornell and Princeton Celebrate Wordsworth Centenary

On the week-end beginning April 21, Cornell and Princeton will be among the institutions commemorating the centenary of the death of William Wordsworth on April 23, 1850. At Cornell, the New York C.E.A. will join the Wordsworth celebrations. At Princeton, nearly 100 scholars in the field of romantic poetry will assemble.

The celebration will coincide with a similar observance at Grasmere. Prof. B. Ifor Evans, principal of Queen Mary College in the University of London, will lecture on "Wordsworth and the European Problem of the Twentieth Century" on Saturday, April 22, at Princeton.

FRANCIS OTTO MATTHIESSEN

"Sensitively Poised Intellect"

In his American Renaissance Francis Otto Matthiessen speaks of a certain masterpiece as "sensitively poised". The two arresting words may memorialize (for many of us) his own critical mind, which was, perhaps, without a peer in his generation of writers about our literature. Now friends and disciples and those who could not, for one reason or another, claim the privileges of such relationships with him, unite in homage to this sensitively poised intellect and to its enduring integration with American letters.

In our three centuries of literary history criticism has been late, and until our own day, timid; but from his first book to his last Mathiessen's has been both timely and courageous. In a profession in which, as someone has said (possibly with more wit than truth) the scholars think they are critics and the critics think they are scholars, Mathiessen's mind maintained always its even, percipient way.

Matthiessen's essentially simple yet profound understanding of literature, blessedly free from the pedantries of any school or cult, was always discernible (almost as an inner compulsion) to those who knew him when he was an undergraduate at Yale, when he was a young teacher, when he was the mature creator of criticism which was itself creative and causative.

Is it over now? No fresh paths? Rather it is just beginning. For this deep and delicate awareness of our classic writing will, I think, prove in the end to be his greatest gift to his country,—and to us.

Stanley T. Williams
Yale University

Hubbub of Functional Terminology

As a member of the College English Association I send you my earnest protest at your having devoted nearly seven full columns of the March, 1950, CEA Critic to an incoherent and merely abusive attack on Wellek and Warren's valuable Theory of Literature. I deplore your editorial assumption that you are offering "a further piece on the New Criticism," especially your use of the preposition on.

The first and negative half of Mr. Edward A. Post's argument rests mainly on such phrases as "the medieval epistemology of the authors," "Wellek . . . a typical European Aristotelian thinker," Warren . . . a typical academic repudiator of American thought and life," "sheer antique Aristotelianism." If we trim these phrases of their question-begging epithets, what the statement comes down to is that Wellek and Warren are Aristotelian, rather than modern American or (as the end of the letter makes clearer) Deweyan. This may or may not be true. I think it it a gross oversimplification. (The

(Continued on Page 4, Col. 1)

Recognition

A life of "passionate sincerity"

On the day before Palm Sunday, and, doubly ironical, on April first, we were shocked by the news of the sudden death, by suicide, of Francis Otto Matthiessen. Even more deeply shocked were his colleagues at Harvard. Of closest interest to us "as an organization of literary scholars in their capacity as teachers," was the stress his associates placed on his dual role as scholar-teacher.

"The death of Matty, as he was known to hundreds of his students, is a deep grief and loss to us all," said Joseph W. Beach, Visiting Professor of American Literature. "He was as much loved for his warmth and generous heart as he was respected and admired for his brilliant mind and strict patience. He was one of the finest critics and most serious and penetrating thinkers. He was a teacher in the ideal sense of the word."

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Toward Clarification

In the early 'thirties, as graduate students, we heard Emory Neff and others, at a Yale M.L.A. session, adversely criticize the Ph.D. curriculum and advance recommendations as to its improvement. Since then numerous changes have been made in the direction of these designated revisions. So we have reproached ourselves with the thought that, in further criticizing the Ph.D. curriculum, we might just be knocking over straw men or kicking dead dogs. We have thought: "We know all is not yet right with our Ph.D. curriculum—particularly when we consider the rapidly increasing emphasis on undergraduate English courses in a program of general education; and when we realize the full weight of the accumulated adverse criticisms of the Ph.D. discipline as a preparation for undergraduate teaching."

On the other hand, we have asked ourselves, "What if it is shown that, say in the last two decades, there haven't been enough constructive changes in the Ph.D. curriculum—enough either at a given institution, or among our graduate schools generally? Or that the changes which have been made, precisely because they have not been basic, have been detrimental rather than beneficial? What, then, is our job?"

Both the contributors to *Goals for American Education*, and its *New York Times* reviewer, Alvin Johnson, help us to resolve our doubts and come to fresh decision. According to them, the resistance of vested academic interests and of scholastic brahminism, combined with the petrified forest of traditional pedantry, have not yet yielded, except here and there and on the surface, to the streams of critical solvent now long directed at them. Hence, the task of C.E.A. becomes freshly clear: once more to serve as a gadfly to keep the issue alive and to stimulate further constructive action.

We are therefore continuing our C.E.A. committee on revision of the Ph.D. curriculum, as it was set up following our C.E.A. symposium on that subject at the 1948 annual meeting (Columbia University). We are asking Prof. W. L. Werner, of Pennsylvania State, to serve as chairman of that committee; and the following to continue to serve as members:

W. Otto Birk, Colorado
Charles M. Coffin, Kenyon
Sanford Meech, Syracuse
Emory Neff, Columbia
Robert T. Fitzhugh, Brooklyn

Information, Please!

We expect a vigorous statement from this committee—at our next annual meeting in December.

Meanwhile, the committee wants all the pertinent, up-to-date information it can get. It also wants to hear as many expressions of opinion as possible on this troublesome question.

Hence, we urge our membership and its friends and other readers of the CRITIC: to send in communications on the following:

(1). Changes that have been made, or are in process, or are to be made in graduate curricula in English and allied fields at institutions with which you are familiar.

(2). Changes that should be made, but that, so far as you know, are not being made (the institutions need not necessarily be named; or, if named, need not necessarily be specified in any CRITIC publication of the received information.)

(3). Opinions concerning prevailing Ph.D. courses and other requirements in our field.

These communications may be as informal as you wish them to be. Opinions from graduate students are as welcome as those from professors and directors of graduate studies.

Virginia-North Carolina C.E.A. Procedure

I thoroughly agree with the position that Pearson takes in the letter of his that you printed.

The Virginia and North Carolina section has steered away from the MLA type of program and the meetings have been excellent. People come out who are interested in teaching problems. I go to MLA for one thing and CEA for a very different one.

A. L. Hench
University of Virginia

Brandeis University Humanities Lectures

A course on "Modern Literature" opened Tuesday evening, April 11, with a discussion of the impact of Theodore Dreiser by James T. Farrell.

Other lecturers in the course will include Oscar Williams, whose topic will be "Poetry and Its Relation to Reality"; Ludwig Lewisohn, professor of Comparative Literature at Brandeis, who will analyze Thomas Mann's influence and status; Dylan Thomas, Welsh poet, who will read and comment upon his own work; Justin O'Brien, professor of Comparative Literature at Columbia University, whose subject will be Andre Gide; and Milton Hindus, assistant professor of Humanities at Brandeis University, who will discuss the writings of Marcel Proust.

Max Lerner, professor of American Civilization and Institutions at Brandeis will deliver six lectures in a course on "Problems in American Civilization" scheduled to meet on Thursday evenings at 8:15 beginning April 13.

Periodical Post Boy

From Chapel Hill: Issued thrice a year at one dollar for the biennium 1949-50. Letters will be taken in by Harry H. Ransom at the University of Texas concerning 17th and 18th century English periodicals; by Hill Shine at MacMurray College relating to 19th and 20th century English periodicals; by William M. Gibson at New York University, Washington Square, pertaining to American periodicals; and by Richmond P. Bond, Chairman, at the University of North Carolina. Subscriptions will also be received by the Chairman.

The Professor's Nightmare

Five of the contributors to the current issue of the Bulletin of the American Association of University Professors are in English and speech.

Paul R. Beal (Pennsylvania State College) contributes "The Stranglehold Tightens"; Robert B. Heilman (chairman, Department of English, University of Washington), "An Inquiry into Anti-Highbrowism"; Kenneth Ward Hooker (Associate Professor of English, Bucknell University), "College Teaching: the Lonliest Profession"; Alan Reynolds Thompson (Professor of Speech and Dramatic Literature, University of Berkeley), "The Professor and the Governing Board"; William W. Watt (Head, Department of English, Lafayette College), "The Professor's Nightmare."

Author! Author!

This last, according to a headnote, is to "be sung petulantly by the college teacher whenever he encounters the businessman who asks him what he does with his spare time. With the usual apologies to W. S. Gilbert."

The spring meeting of the Eastern Pennsylvania regional C.E.A. is to be held at Lafayette College, on April 22, and your editor has been invited to join in the activities. He will be sadly disappointed, if, during his visit, author William W. Watt, with the usual apologies to W. S. Gilbert, does not favor him with an oral rendition of "The Professor's Nightmare."

American Studies

by TREMAINE McDOWELL

is a first-hand report of the new synthesis of American civilization which undergraduates, graduate students, and their instructors are formulating on American campuses. The *SRL* classifies the volume as one of the "important educational books of the year." *The US Quarterly Book List* describes it as "an able refutation of the charge that the teaching of American civilization will breed chauvinism." Its author, says *School and Society*, "succeeds in pedaguese-free style in presenting a strong case for interdepartmental instruction." $1.50.

UNIVERSITY OF MINNESOTA
PRESS, Minneapolis 14

I've Been Reading

J. Gordon Eaker
Literary Editor
(Jersey City Junior College)

Leave Your Language Alone! by Robert A. Hall, Jr. (Linguistica, Ithaca, N. Y., $3.00.)

The nature and use of language, as seen by an able linguist, is here explained in simple terms for the general reader. Something less than the English teacher might desire—a book which gives him a description of English that he can use to show his students how the language really works—this book should startle him a little, even so, and give him a new understanding of the place of language in our culture. The information it provides should undermine some of our prejudices—the idea of "correctness," for instance, or our faith in that will-o'-the-wisp, normative grammar, or our contempt of the common people which we may masquerade as a horror of "bad English." But coolly objective about language as he is, Hall is hotly aggressive in his attack on current misconceptions and the misconceivers, and surely must force some of us to reconsider what we have been confidently though ignorantly saying in our classrooms.

Donald J. Lloyd
Wayne University

NEW YORK STATE ENGLISH COUNCIL

The first annual statewide conference of school and college English teachers, to be organized as the New York State English Council, will be held in Syracuse, New York, May 12-13. All English teachers in the State are invited.

Principal speakers are Archibald MacLeish, who will address members at a luncheon Saturday, May 13, on the subject, "The Function of Poetry in Teaching and Out"; and Dr. Robert C. Pooley of the University of Wisconsin, author of **Teaching English Usage**, whose topic is, "Where are we Now?".

Luncheon reservations may be made through Dr. Harold Newton, Board of Education, Syracuse, New York.

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Correctives to "Times" Matthiessen Account

In the **New York Times** for April 14, Harry Levin, Harvard, observed that the **Times** account of the suicide of F. O. Matthiessen "did less than justice to a distinguished man of letters." He pointed out that it mentioned various left wing affiliations, but made no mention of the numerous literary and academic honors that Prof. Matthiessen had received.

Prof. Levin went on to write: "Even more surprisingly, it did nor refer to his monumental study of our major nineteenth-century writers, 'American Renaissance,' or his many other contributions to literary criticism and cultural history. Instead it appended an officious statement by Howard Fast of the New York Council of the Arts, Sciences and Professions.

"Mr. Matthiessen's friends, sharing his respect for the complexities of human personality, are far from certain that he undertook what he himself called 'this desperate act' in order to provide Mr. Fast and his colleagues with a political object-lesson. In the ungarbled text of his own final statement, which appeared in **The Boston Herald** on April 6, Mr. Matthiessen wrote with characteristic sincerity: 'How much the state of the world has to do with my state of mind I do not know.' That his death has evoked such facile personal judgments, and so little public recognition of his importance as a fine scholar and a great teacher, is one of the saddest aspects of the tragedy."

C.E.A. Speakers—Past and Future —In Hofstra Shakespeare Fete

Louis B. Wright, Director of the Folger Shakespeare Library, and luncheon speaker at the Spring Conference of our Middle Atlantic Group (U. S. Naval Academy, April 15), was one of the participants in the Shakespeare Festival held at Hofstra College, Hempstead, Long Island. Oscar C. Campbell, Columbia University, who was chairman of one of the sessions of the 1948 national conference of C.E.A., was another participant in this festival. He discussed the subject "Hamlet and Oedipus." The third member of this Shakespeare symposium was Harold R. Walley, Ohio State University, who analyzed "The King of Drama and the Globe Embodied."

Authoritative Version Of Matthiessen Note

Since newspaper accounts have varied as to the purported text of Matthiessen's suicide note, and since the official version puts some of the quoted excerpts into markedly different perspective, we give, below, this official report of the contents (from the New York Times of April 8.)

This is what we read in earlier newspaper accounts of Matthiessen's death.

"I am depressed over world conditions. I am a Christian and a Socialist and I am against any order that interferes with that objective. I am tired and distressed." (**Boston American**, April 1, 1950; **Boston Sunday Advertiser**, April 2, 1950; **Boston Sunday Herald**, April 2, 1950)

"I have been depressed by conditions throughout the world for many months. I am a Christian and also I am a Socialist. I believe firmly in international peace." (**New York Times**, Sunday, April 2, 1950)

Matthiessen actually wrote, according to Dr. Kenneth Murdock:

"I am exhausted. I have been subject to so many severe depressions during the past few years that I can no longer believe that I can continue to be of use to my profession and my friends. I hope that my friends will be able to believe that I still love them in spite of this desperate act."

"How much the state of the world has to do with my state of mind I do not know. But as a Christian and a socialist believing in international peace, I find myself terribly oppressed by the present tensions."

Recognition

"Devoted to Literature"

(*Continued from page* 1)

Professor B. J. Whiting, Chairman of the Department of English, said, "He was a popular and influential teacher whose foremost thought was always for the positive relation of Literature to the individual student. The words which best sum up Matthiessen's life and critical work are 'passionate sincerity'."

John A. Ciardi, Briggs-Copeland Assistant Professor of English Composition and regional C.E.A. director, said, "One finds himself at the edge of things, trying to imagine what desperation could have entered so gentle and so warm a personality. I have never known a more considerate man, nor one more passionately devoted to literature, and to all ideas. Everything else seems beyond saying."

"A Tremendous Loss"

Laurence B. Holland, teaching fellow in History and Literature, said, "Professor Matthiessen's death is as tremendous a loss as Harvard could have suffered. There could not have been as devoted a teacher or a more profound student of American culture. He was loyal both to his associates and to an unbelievable degree to his students."

Professor John H. Finley, Jr. '25, master of Eliot House, said that Matthiessen, who was the first head tutor of Eliot, "was an extraordinarily devoted tutor and teacher in the College. He played an intense part in the lives of a whole generation."

(Adapted from Harvard Crimson.)

Wellesley College Summer Theatre School

This is described as "an integrated professional theatre and school for talented men and women who wish to improve their technique as actors, designers, technicians, or teachers." The session will run from June 29 to August 12. Applications may be secured from the Executive Director, Eldon Winkler. The School is a member of the American National Theatre and Academy and of The American Educational Theatre Association.

James Edward Tobin, Queens College
Victor M. Hamm, Marquette University
William H. Hines, Fordham University

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American Book Company

Hubbub of Functionalist Terminology . . .

(Continued from Page 1, Col. 4)

statement that "The authors show no acquaintance with psychology since Locke" is simple bravado.) And in any event a question which the argument has not touched is what Mr. Post is going to do about it if some of the most distinguished criticism of our day does in fact owe a great deal to Aristotle.

The Flexible and Judicious Idealism of Wellek and Warren

The concluding and positive part of Mr. Post's argument, in its heavy reliance on such phrases as "new norms of the Modern Climate of Opinion," "MODERN FUNCTIONAL AESTHETICS," "emergent values of human experience," confesses a relativism which has small right to take exception to any other point of view, least of all to the flexible and judicious idealism of Wellek and Warren. Mr. Post is going to be "congenial to the cultural pattern;" and this is something "in which and for which we are teaching literature." The "appreciator needs a philosophy of experience harmonic with his cultural pattern." Swimming with the stream is the right name of this philosophy. We accept, I presume, whatever swims with us, the cows and chicken coops, the billboards, hosiery and toothpaste ads, the phoney English of politics and journalism and sometimes of scholarly journals, the art of **The Egyptian** and **Forever Amber**, the criticism of Westbrook Pegler and the SRL.

Let Mr. Post swim on, in the direction so completely determined for him (since he confesses it) by the culture in which he lives, by the pupils he has had during "the last thirty years." But I insist that Wellek and Warren in daring to offend him, to cut across the current and say how things in at least one important area of human activity have often been done wrong and may be done better, are making a better claim to be called critics and teachers.

The letter ends by exploding in a hubbub of functionalist terminology, at least two examples of which deserve the re-emphasis of quotation.

"In view of such a sensitization, what does a survey of the highlighted elements reveal by way of specific referents to the constellated elements in the artist's esthetic realization?"

"To what degree does the total artistic experience of the evaluator become a useful point of reference for achieving subsequent, more responsive artistic realization?"

Something like the first of these questions (if its real emphasis is where I divine it to be, in the phrase "constellated elements") mght of course have been asked by Wellek and Warren, by Coleridge, or by Aristotle. But it would have been asked much better. One aim of objective, rhetorical criticism, and in the present state of our culture perhaps the first aim, will have to be to teach the very idiom of literary, as of all social, discourse, the meaningful use of expository language. The second of the questions quoted well illustrates the fallacy and pathos of the whole instrumentalist and functionalist philosophy. Experience for what? For more experience. Not even art for art's sake. But art for the sake of more art.

"It is high time," says Mr. Post in conclusion, "we got to work"—that is, that we applied ourselves to "the process of teaching literature in the twentieth century." One of the noticeable traits of the recent critics whose writing has illustrated the principles expounded by Wellek and Warren is that they have produced brilliant practical criticism and lots of it.

The critics of this school, among them notably Mr. Austin Warren himself, have produced not only books of essays of a wide critical and scholarly range but critical anthologies or workbooks which are being used with resounding success in college classrooms all over the country.

These critics have treated, both in their essays and in their workbooks, not lyric poetry only (as is sometimes, curiously, alleged) but short stories, novels, and plays. A complementary fact, the significance of which would seem fairly clear, is that attacks on the "New" critics have mainly been launched by either emotionalist and impressionist critics of the popular press whose concern is little with teaching, or by academics who have little or no published practical criticism to their credit.

W. K. Wimsatt, Jr.
Yale University

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Manual for Teachers

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The Favor Of Fierceness: A Mouthful of Straw

I write in remonstrance for the ill-tempered tone of some of the attacks upon the New Criticism, like the extended one in the last issue. Wellek and Warren are fine gentlemen, and not intellectual highwaymen whose sins against the teaching profession commend them to the pillory, if not the gallows. "No acquaintance with psychology since Locke" forsooth!

I should be sorry if the C.E.A. were to become a bear-baiting organization with an especial taste for the blood of New Critics (or, to be more accurate, of their effigies. A mouthful of straw seems to me the favor of fierceness in the last attack.)

Though I recognize that the editor can but work with material submitted I hope that there will be more, and sharper rejoinders than mine to this kind of assault.

I hope that THE CRITIC, free forum though it is, doesn't take on by default the flavor of a traditionalist sheet, disliking the shadows of the New Criticsm, or fearing and disliking the New Criticism for the wrong reasons.

Bruce Dearing
Swarthmore College

A Hearty Amen

May I utter a hearty Amen to Martin Kallich's "I Must Reject" in the February CEA CRITIC? The unexampled arrogance of the New Critics in demanding that the ipse dixit of their analysis of what ordinary readers would consider the mere trivialities of a noble art passes itself. Their solemn assertion of the worthless obscurity, their denial of any ultimate standard of judgment beyond their complicated explanations of the inexplicable, and their bland exclusion of traditional values leaves the reader wondering why so much effort is made to interpret nothing at all.

Why, for example, should one torture himself trying to gain an esoteric thrill out of the allusions to the turgid reading of our present poetic leader? Why should we pretend to aesthetic pleasure in

(Concluded in Col. 4)

resolving the concealed relevancy, whether of Joyce or Eliot or another, of what in the end proves of no consequence at all?

I wonder if twenty-five years from now critics may not point their fingers at what will seem to them a curiously ingrown, self- or mutually-adulatory period of literary and artistic decadence. Personally, rather than take the trouble of working out the meanings of what in the end cannot possibly give me any kind of permanent satisfaction, I prefer to bend my mind to the solution of the Sunday morning crossword puzzle.

Percy H. Houston,
Occidental College,

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Brief For Counter-Attack

You have just published in the CEA CRITIC the third attack on the New Criticism to appear in prominent periodicals in the last two years. They ought to be answered, because we find that the New Criticism is invaluable as a teaching apparatus at the lower level at Williams. It has been used here since 1939, and we would not do without it.

The reply ought to come from someone who is not a devotee of the aesthetics of the New Criticism, and someone who has seen it at work on younger students. The trouble with these people is that they have forgotten what conditions gave rise to the New Criticism and that these conditions still exist.

I was amazed to find at the meeting at U. of Mass. last Spring just how few institutions use the Brooks and Warren system in Freshman courses. It clearly meets an important need, and anyone who is willing to reject it just because of the excesses committed by its followers is just as rigidly bound by some other doctrine as the New Criticism is by its own. I am afraid that outright conservatism has prevented the adoption of the Brooks and Warren teaching method as widely as it merits, and now that the New Criticism has lost its force and much of its beneficent connotation, the diehards are grinding the foot on the neck which they have long disloved.

Ellsworth Mason
Williams College

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SUMMER STUDY

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KENYON SCHOOL OF ENGLISH

The Kenyon School of English will hold its third session, June 22 to August 5, 1950.

The schedule for 1950:

Kenneth Burke: *Poetry as Symbolic Action*; William Empson: *The World of Poetry: Studies in the English Tradition*; L. C. Knights: *Shakespeare*; Robert Lowell: *The Dramatic Lyric and Monologue: Tennyson, Browning, Hardy, Robinson, Frost and Eliot*; Arthur Mizener: *Studies in Twentieth-Century American and English Fiction*; Philip Blair Rice: *Philosophy of Criticism*; Delmore Schwartz: *The Short Story*; Austin Warren: *Emily Dickinson and Walt Whitman.*

Charles M. Coffin, Dean
Gambier, Ohio

UNIVERSITY OF COLORADO

Visiting lecturers for the 1950 summer session are:

Alan D. McKillop, Rice Institute, for 18th Century

Lionel Stevenson, University of Southern California, Los Angeles, 19th Century

Hubert C. Heffner, Stanford University, Drama.

Isaac P. Brackett, Northwestern University, Speech Correction

Raven I. McDavid, University of Illinois, to give a course for field workers in the linguistic geography in preparation for getting work started in the Rocky Mountain region for the Linguistic Atlas of the United States and Canada.

Margaret Bryant, Brooklyn College, Anglo-Saxon and Grammar

Helene Blattner, Stanford University, Oral Interpretation

William T. Battrick, University of California at Los Angeles, Creative Writing

Rex E. Robinson, Utah State Agricultural College, Public Speaking.

Strang Lawson, now chairman of the English Department at Colgate University, and past president of the New York C.E.A. is a member of the Committee on Organization of the New York State English Council.

E. E. Ericson, formerly of the University of Massachusetts at Fort Devens, is now Head of the Department of English at Gustavus Adolphus College, St. Peter, Minnesota.

VERMONT

BREAD LOAF SCHOOL OF ENGLISH

The thirty-first session of the Bread Loaf School of English will run from June 28 to August 12.

Faculty members will be: George K. Anderson (Brown), Carlos Baker (Princeton); Warren Beck (Lawrence); Herbert Brown (Bowdoin); Donald Davidson (Vanderbilt); Edward Hubler (Princeton); Arthur E. Jensen (Dartmouth); Hewette E. Joyce (Dartmouth); Vivienne Koch MacLeod (New York University); Eric Volkert (Middlebury); Louis C. Zahner (Groton School).

Lecturers will be: Robert Frost, Archibald MacLeish; May Sarton; and Peter Viereck.

Reginald L. Cook, Director
Middlebury, Vt.

PURDUE

Herbert L. Creek will retire as Head of the Department of English at Purdue University, at the end of the academic year on June 30. Serving by unanimous request, one year beyond the university retiring age, and with the title of "Professor Emeritus of English" already bestowed, Professor Creek has been Head of the Purdue Department of English for the past thirty years. He has been a national director of the C.E.A.

Dr. Barriss Mills, currently serving as Chairman of the Department of English at the University of Denver, is to be Head of the Department beginning this July 1.

H. Leland Varley, University of Massachusetts, is on leave for advanced study at the University of Wisconsin.

Jane V. Moriarty, formerly of the University of Maryland, is now doing graduate work at the University of Wisconsin.

Israel Kaplan is now Assistant Professor of American Literature at State Teachers College, Potsdam, New York.

WANTED

To Purchase: a complete file of THE CEA NEWSLETTER and THE CEA CRITIC.

By: Professor C. A. Blue, Department of English, Lincoln University, Jefferson City, Missouri.

UNIVERSITY OF NORTH CAROLINA

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In June 1949, Cooper's Autobiography of a Pocket-Handkerchief was reprinted in honor of Dr. Gregory Lansing Paine, upon his retirement from active teaching. A limited number of copies is available for sale. Proceeds from the sale of this volume will be used to provide a memorial collection of books within the areas of Dr. Paine's special interests. The books will be placed in the University of North Carolina Library.

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Spring Regional Meetings

EASTERN PENNSYLVANIA

Thanks to the energetic efforts of Bruce Dearing (Swarthmore) and his program committee, details of the Eastern Pennsylvania spring C.E.A. conference are rapidly taking final shape.

All meetings will be held at Watson Hall on the campus of Lafayette College, Easton, Pennsylvania.

Following registration, (10-10:30) the morning session will open with greetings from W. W. Watt of the host institution. Glenn Christensen of Lehigh will speak on "Composition Courses, Metamorphosis and Pseudo-Metamorphosis."

Francis S. Mason, regional president, will preside at the luncheon; and will introduce the speaker—the national C.E.A. secretary, whose informal talk will have the title "The Two Cats of Kilkenny."

From 2:00 to 3:00 there will be a second discussion session. Morse Peckham of the University of Pennsylvania will talk on the topic "Can we hope for a new theory of Romanticism?"

The conference will conclude with a business session, from 3:00 to 4:30, with election of officers as the chief item on the agenda.

Kenneth D. Longsdorf, of Franklin and Marshall, is chairman for publicity and attendance. W. W. Watt and G. H. Magnus of Lafayette are heading the committee on hospitality.

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SOUTHERN CALIFORNIA

(President, Dr. Albert W. Upton, Whittier College.)

Place: Pasadena City College Library

Time: Saturday, March 25

MIDDLE ATLANTIC

(President, C. L. Lewis, United States Naval Academy.)

Place: United States Naval Academy, Annapolis

Time: Saturday, April 15

Luncheon Speaker: Dr. Louis B. Wright, Director, Folger Library. Subject: "The Vitality of Shakespeare."

NEW YORK STATE

(President, George M. Kahrl, Elmira College.)

Place: Cornell University

Time: Saturday, April 22

C.E.A. to participate in Wordsworth Celebration at Cornell, April 20, 21, and 22.

INDIANA C.E.A. CONFERENCE

The fifteenth annual conference of the Indiana College English Association will be held at Bloomington, Indiana, Friday afternoon and evening, May 12, and Saturday morning, May 13, with the Indiana University Department of English as host.

Registration and a reception will be held from three to four on Friday, in the North and South Parlors of the Student Building. The afternoon session, from four to six, will be held in the Hoosier Hall Lounge. Four papers will be given as follows:

Cary B. Graham, Butler University, "Standards of Value in 'The Merchant of Venice'"; John Robert Moore, Indiana University, "Milton among the Augustans: The Infernal Council"; Leland S. Miles, Hanover College, "Recluse and Sage: Personal and Literary Relations between Hawthorne and Alcott"; and Vila Deubach, Anderson College, "The Social Conscience in the Short Story of American Magazines, 1890-1930."

The dinner meeting will be addressed by Gordon Keith Chalmers, President of Kenyon College and President of the National College English Association. The subject of the address will be "The Priceless Ingredient."

The Saturday morning session, also in the Hoosier Hall Lounge, from nine to eleven-thirty, will have a one hour's discussion of "Audio-Visual Aids" and a one hour's discussion of "The Problem of Reading." At the former, Gayle C. Wilson of the Indiana University Audio-Visual Center, will speak on "The Possible Uses of Audio-Visual Aids in English Classes," and W. Donald Brumbaugh, from the same Center, will demonstrate visual equipment.

On "The Problem of Reading," Margaret Lindsey of Indiana State Teachers College will discuss the problem "As the Psychologist Sees It" and Allen Kellogg of Indiana Central College will discuss it "As the English Teacher Sees It." Discussion from the floor will be led by Andrew J. Smithberger, of the University of Notre Dame.

Then: old business, new business, election of officers, and adjournment.

Present officers are: George S. Wykoff (Purdue), president; Raymond W. Pence (De Pauw), vice president; Neil C. Hutsinpillar (Wabash), secretary-treasurer.

NEW ENGLAND C.E.A. CONFERENCE

MAY 6

William Clyde De Vane, dean of Yale University and past president of the national College English Association, will greet the delegates at the opening session (10:15-10:30. Morse Allen, (Trinity), regional president will preside. Norman Pearson (Yale) is program chairman.

Dorothy Bethurum, Conn. College for Women, and Cleanth Brooks, Yale, will discuss "Current Critical Theory and the Period Course." (10:30-12:15)

Afternoon sessions will provide opportunity for several simultaneously held group discussions on the following topics: (3:00-5:00)

1. **Freshman English** — chairman, Robert Mattuck, (Goddard).

(Concluded on Col. 4)

(Continued from Col. 3)

2. **English in the Junior Colle**—chairman, Mrs. N. V. Lindsa Hillyer College.

3. **The Teaching of Chaucer**—chairman, E. T. Donaldson, Yale

4. **The Teaching of Creati Writing—chairman,** Walker Gi son, Amherst.

5. **Types and Genres ("Ver cal" Courses—chairman,** Louis Martz, Yale.

Meals, cafeteria style, will available at the Yale common and delegates will thus have chance to adapt their meals their personal preference.

The Art Gallery will be holdi an exhibition of masterpieces nineteenth century French A In the Sterling Memorial Librar there will be a special exhibit the chief manuscripts in Americ literature as well as such rariti as the Bay Psalm book. On exhib also, will be selections from t manuscripts of Walpole, Boswe and George Eliot.

In the evening, Wilmarth Lew Frederick Pottle, and Gord Haight will speak on scholarly pr jects now under way at Yale, will show what these projects me for the teacher of English at t undergraduate level. (8:00 p.m.)

The Boswell papers will shown for the first time.

Guides will be provided for campus tour.

Morning, evening sessions: St ling Law Building; afternoon sion: W. L. Harkness Hall.

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